

Year 10		HT1	HT2	HT3	HT4	HT5	HT6
	TOPIC	Introduction to medical ethics and Sanctity of life.	What are the ethical arguments about abortion?	Can it ever be ok to end another person's life? Euthanasia	Genetic engineering – should humans 'play God'?	What happens after we die? Life after death, organ donation	Fairness and justice, forgiveness
	Why this and why now?	Introduction to ethics themes that will feature throughout the year. Debate questions used to encourage pupils to engage in an initial discussion linked to an ethical issue. What is an 'moral /ethical dilemma', what do we mean by sanctity of life and quality of life. Christian teaching on sanctity of life. Case study on life support machine – encouraging pupils to see that there is more than one perspective / grey areas.	Unit focuses on choices made linked to abortion. Definition of abortion and discussion to address misconception that abortion is same as miscarriage. Explore secular, Christian and Muslim views about the issue including start of life debate – a range of views shown between and within religions to make clear that not all people who follow a religion think the same thing. Pro life and Pro choice movements discussed and UK law. A range of views discussed – including medical views and views of the father. Range of scenarios discussed to enable pupils to consider a range of circumstances.	Unit focuses on choices made linked to euthanasia. Similar approach to previous unit to allow pupils to make predictions and comparisons for each religion's likely viewpoint. Definitions of euthanasia discussion to address misconception that is same as suicide. Explore secular, Christian and Muslim views about the issue. A range of views shown between and within religions to make clear that not all people who follow a religion think the same thing. UK law. Range of scenarios discussed to enable pupils to consider a range of circumstances.	Short unit on genetic engineering to add to the discussion on euthanasia – what if we could predict serious illness – what ethical consequences does this have. Students are introduced to the topic and then have some time for independent research on genetic engineering, genetic modification and cloning. Pupils will now be able to identify the moral and ethical debates within the topics independently using similar approach to the last 2 units.	Unit revisits ideas linked to life after death from y8 in order to prompt pupils to consider their own perception of an afterlife. Pupils look at beliefs from a range of religions and world cultures. Once pupils have reflected on their beliefs about afterlife they are better able to consider the debates linked to organ donation in the second lesson. Lesson 2 looks at the need for organ donation and the difficulties of securing sufficient donors. Pupils explore Christian and Islamic teaching on donation and consider their own views and views of peers. Scenarios discussed link to previous medical ethics topics (e.g. importance of parental wishes) and link to the next topic (should a criminal receive a donor).	Unit explores ethical issues linked to the death penalty. Discussion of meaning of 'an eye for an eye'. UK law and 1960's cases of death penalty explored to help pupils understand the reasons why no longer UK law. Christian and Islamic views. Discussion of the wider factors that may have influenced our views and moral opinions – placed here so that pupils can reflect on how their views about previous topics may have changed through knowing more or through understanding alternative viewpoints. Pupils reflect on ethical implications of Human Rights laws. Pupils look at how religious text can be interpreted in different ways (will link to extremism / terrorism units in year 11). Religious and charity roles linked to emotional and spiritual support of prisoners (including justification of this position through religious texts).
RELIGIOUS STUDIES - ETHICS	What is the essential knowledge that needs to be remembered? Which substantive concepts are referenced in this unit?	Ethics Medical ethics belief moral dilemma Sanctity of life Quality of life	Abortion Relativist, Absolutist Orthodox, Liberal Pro choice Pro life Conception Embryo Foetus Ensoulement belief moral dilemma Sanctity of life Quality of life	Voluntary euthanasia Non-voluntary euthanasia Assisted suicide Active euthanasia passive euthanasia belief moral dilemma Sanctity of life Quality of life	Screening Genetic Engineering Genetic modification Cloning belief moral dilemma Quality of life	Mortal Immortal Soul Organ donation Presumed consent belief moral dilemma sacrifice reincarnation afterlife	Capital punishment Social, environmental and psychological causes of crime Human rights belief moral dilemma Sanctity of life Forgiveness

Assessment	Within lessons formative tasks are used to establish base knowledge and misconceptions. Reflection questions are planned to develop pupil's own awareness of values.	Within lessons formative tasks are used to establish base knowledge and misconceptions. Reflection questions are planned to develop pupil's own awareness of values.	Within lessons formative tasks are used to establish base knowledge and misconceptions. Reflection questions are planned to develop pupil's own awareness of values.	Within lessons formative tasks are used to establish base knowledge and misconceptions. Reflection questions are planned to develop pupil's own awareness of values.	Within lessons formative tasks are used to establish base knowledge and misconceptions. Reflection questions are planned to develop pupil's own awareness of values.	Within lessons formative tasks are used to establish base knowledge and misconceptions. Reflection questions are planned to develop pupil's own awareness of values.
End point	Pupils understand the concept of a moral dilemma and can explain 'sanctity of life' and 'quality of life' as these are key themes for this year's study.	Pupils can articulate Christian, Islamic and non-religious views about abortion and can explain their own point of view.	Pupils can articulate Christian, Islamic and non-religious views about euthanasia and can explain their own point of view.	Pupils can articulate Christian, Islamic and non-religious views about genetic engineering and can explain their own point of view.	Pupils can articulate Christian, Islamic and non-religious views about organ donation and can explain their own point of view.	Pupils can articulate Christian, Islamic and non-religious views about the death penalty and can explain their own point of view.
Disciplinary area, religious focus and links with GCSE specification units	Christianity, issues of life and death Theology & ethics SUBSTANTIVE KNOWLEDGE PERSONAL KNOWLEDGE	Christianity, Islam, Issues of life and death Theology & ethics SUBSTANTIVE KNOWLEDGE WAYS OF KNOWING PERSONAL KNOWLEDGE	Christianity, Islam, Issues of life and death Theology & ethics SUBSTANTIVE KNOWLEDGE PERSONAL KNOWLEDGE	Christianity, Islam, Issues of life and death Theology & ethics SUBSTANTIVE KNOWLEDGE PERSONAL KNOWLEDGE	Christianity, Islam, humanist, antitheist, Mormon, Issues of life and death Theology & ethics SUBSTANTIVE KNOWLEDGE WAYS OF KNOWING PERSONAL KNOWLEDGE	Christianity, Islam, Issues of good and evil Theology & ethics SUBSTANTIVE KNOWLEDGE PERSONAL KNOWLEDGE
Students at Copley do not currently sit a GCSE exam in RS. Units taught in y10 are however linked to the thematic studies commonly taught at GCSE.						